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ABSTRACT

This study, conducted in the Fall of 1981, furnishes statistical data on the vocational self concepts of 12,575 students in grades 7-13. The sample was drawn from all United States regions, controlled for school district size and socioeconomic status, matching the census and Department of Education and National Center for Education Statistics characteristics. The Harrington-O'Shea Career Decision Making (CDM) System was used, assessing occupational preferences, school subject preferences, future plans, work values, and self-reported best abilities and inventoried interests. An analysis of the results showed that females, over different ages, showed inconsistencies between science abilities, preference for science classes, and interests in scientific work settings. Developmentally, female preferences for social-personality types of work environments increased with age. Males consistently progressed in their vocational development, moving into increasingly more realistic values and interests. The critical period for vocational development appears to be during grades 7-9, when male and female variables are comparable. Numerous tables present the results in terms of the CDM System components. (BL)

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VOCATIONAL SELF-CONCEPTS - A STRATIFIED U.S. SAMPLE

Grades 7 - 13

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Paper presented at the Annual Convention of the American Personnel and Guidance Association, Washington, DC, March 20-23, 1983.

Vocational Self-Concepts--A Stratified US Sample, Grades 7-13

The sampling technique used in this study gives increased value to the data. Many national studies focus mostly on college-bound students. This sample includes all students within a grade regardless of their academic performance. The 9,650 grade 7 through 12 students studied were carefully drawn from all US regions, controlling for school district size, and socioeconomic status (SES) to match census and U.S. Department of Education and National Center For Education Statistics characteristics. The college sample was composed of 2,925 freshmen. Tables 5.1 and 5.2 describe the samples.

The data were collected in the Fall of 1981 using the Harrington-O'Shea Career Decision-Making System (CDM). The CDM collects self-assessments of self-Stated Occupational Preferences, School Subjects Preferred, Future Plans, Work Values Preferred, self-reported best abilities and inventoried interests.

The majority of this paper consists of tables. Only major observations have been commented upon.

I was interested in the examination of these data from four perspectives: developmental, regional differences, size of community, and socioeconomic status. As defined in this study, developmental was determined by grade (age). My interest was to examine change as a consequence of increased grade level in terms of students' self-perceptions or reports. For example, with grade 7-9 females, Medical-Dental was the single most popular stated occupational cluster preferred - 12.2% self-selected this of 18 job clusters (Table B.1). The percentage diminished to 6.6% in grades 10-12 (Table B.2) and 4.2% for those in their first year of college (Table B.3). These same grade 7-9 females ranked 10 other abilities higher than scientific ability (Table B.13). As age increased, the percentage of females selecting scientific ability as one of their four best abilities decreased from 14.4 to 9.7% (Tables B.13-B.15). However, the opposite trend occurred for their school subject preferences. A greater number of older females selected the study of science as their first choice ((8.1% in grades 7-9; 9.9% in grades 10-12; and 9.4% in their first year of college)

(Tables B.4-B.6)). It is to be noted that a preference for the study of science was generally ranked in fifth place in comparison to all 14 school subject areas. Thus, inconsistencies were seen between the science abilities, preferences for science courses and interest in medical-dental work. In contrast, only 6.9% of grade 7-9 females selected the social service career cluster as their first stated occupational preference versus 13.7% in grades 10-12 and 20.4% in their first year of college (Tables B.1-B.3). Shifts in several values parallel these reversed trends among medical and social service jobs. Preference for a good salary decreased from grades 7-9 through college freshmen (76.8 to 61.3%) as did prestige (26.5 to 20.6%), while preference for working with people increased considerably from grade 7 through college freshmen ((46.9 to 65.7%) (Tables B.10-B.12)). Analyzing these data by Holland's theory of vocational development, developmentally female preference for Investigative personality types decreased while the Social personality types increased; for example, the CDM medical-dental cluster of jobs involves Investigative-Social type codes while the social service cluster of jobs has predominantly Social-Investigative type codes. Did this change reflect a shift from fantasy to a realistic maturation stage as these students received feedback on their academic performance with concomitant adjustment of their perceived ability level or did it occur because of socialization? The social service cluster includes such jobs as nurse, dental hygienist and assistant, x-ray technologist, licensed practical nurse and physical therapist.

The percent of women selecting math-science jobs was generally consistent over the age span (5.9 - 5.0); while there was a gradual increase in the preference for data analysis work (6.7 - 8.9) which includes accounting, computer operation and bookkeeper (Tables B.1-B.3). Surprisingly, studying math was preferred by females over all other subjects in both junior and senior high school (20.1 vs. 13.8) and was only exceeded by two other subjects in college ((10.9) (Tables B.4-B.7)). Self-reported math ability exceeded self-reported language ability in grades 7-9 (36.9 vs. 36.1%). In this case, while math ability and the study of math were consistent, the frequency of these females preferring math

work as a career was underrepresented.

With secondary school males, the skilled crafts cluster was by far the most popular first stated occupational preference. Senior high males also showed an increase from those in the junior high school ((23 vs. 30.6%) (Tables B.1-B.3)). These same grade levels chose mechanical ability most frequently in comparison to all other abilities ((58.7 - 62.6%) (Tables B.13-B.15)). In the junior high school, shop or crafts was the second most liked school subject behind math. In grades 10-12, shop or crafts was the most frequently selected school subject preferred (Tables B.4-B.6). Working with hands was valued after good salary and job security by 7th through 12th grade males (Tables B.10-B.11). It was concluded that a consistency occurred among all these variables for many male students. Regarding variables important for the management cluster, a consistency in male development also occurred. The percent selecting the management cluster as their first stated occupational preference increased from junior high school through college ((6.0 - 18.8) (Tables B.1-B.3)); the value placed on prestige increased with grade level (18 - 25%), on leadership (20 - 23%), and on working with people ((24 - 36%) (Tables B.10-B.12)); self-perceptions of persuasive ability increased (15 - 31%), leadership (37 - 49%), and social ability ((44 - 69%) (Tables B.13-B.15)). This progressive consistent developmental trend did not occur among females. The implication of these data stresses the need for a much more wholistic approach to career counseling with females. All the variables mentioned here - abilities, values, academic coursework and interests - must be dealt with in an integrative manner. In most cases, our data showed the critical period is at grades 7-9 where most variables examined were somewhat comparable for both females and males.

At this point, I would like you to reflect on the researcher who

- had few of his hypotheses proven;
- had data contradicting common myths;
- lacked neat statistical analyses to show significant differences.

I felt the examination of values would be influenced by such variables as SES, region of country in which a person resides

and community size. However, analysis of approximately 10,000 junior and senior high school students' values did not show any difference between the regions in which they were living, namely, East, South, Midwest, and West. Across regions, differences did not occur either on a single value or in the prioritizing of values in relationship to eachother (Table A.3). Analyses of the values of these same students also did not show any differences whether they lived in a rural area, small town, a suburb, or a large city (Table A.2). Socioeconomic status did not reveal differences in values in expected directions either (Table A.1).

Tables A.4-A.6 report future plans by SES, region and community size.

There are implications for counselors working with atypical student populations. These data might provide some confidence that the variables of SES, community size or geographic location may not substantially affect student work values.

Likewise, we have made a worthwhile finding if values which are considered basic to people's belief systems and thought to be fairly resistant to change do not differ substantially according to the variables examined in this study.

Simply describing the data in percents appears more meaningful than using statistical analyses to show differences. Routine activity and supervised work are unpopular values in comparison with good salary, job security and variety-diversion. Although differences did not occur that I expected, inspection of the data shows individual values are prioritized; that is, some values consistently were more popular.

In conclusion, what appears to be one next step is to reanalyze these data to see if differences exist based on various hypothesized interaction effects. For example, comparison of the vocational goals, abilities, academic competences and values of Midwestern and Southern with Eastern and Western vocational-technical school aspirants may show differences that a single analysis failed to reveal. Or, comparison of vocational self-concepts for junior college aspirants in the West with those in the other regions may show subpopulations have differences not detected by broad categorical examination.

TABLE 5.1

Representation of the Standardization Sample, Grades 7 Through 12, by Size and Socioeconomic Status

Size Category: School District Enrollment	Socioeconomic Status: Median Number of School Years Completed by Adults in District												
	I		II		III		IV		V		Total		
	Below 10.35		10.35-11.64		11.65-12.11		12.12-12.34		12.35 and Above				
	N	%	N	%	N	%	N	%	N	%	N	%	U.S. Population %[a]
25,000 and above	355	3.7	198	2.0	190	2.0	1,023	10.7	597	6.2	2,373	24.6	28.0
10,000-24,999	304	3.2	539	5.6	428	4.4	0	.0	525	5.4	1,796	18.6	17.7
5,000-9,999	396	4.1	904	9.4	485	5.0	371	3.8	0	.0	2,156	22.3	17.7
1,000-4,999	364	3.8	1,284	13.3	197	2.0	451	4.7	296	3.1	2,592	26.9	29.7
300[b]-999	230	2.4	107	1.1	91	.9	195	2.0	80	.8	703	7.3	5.7
Unclassified	—	—	—	—	—	—	—	—	—	—	30	.3	—
Total	1,649	17.1	3,032	31.4	1,391	14.4	2,050	21.2	1,498	15.5	9,650	100.0	98.8

[a]Data from U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, *Education Directory, Local Education Agencies, 1977-78*. Available from National Technical Information Service, Springfield, Virginia.

[b]Schools with enrollments under 300 were not systematically sampled because they represent only 1.2 percent of the population.

TABLE 5.2

Representation of the College Standardization Sample by Type of Institution

Type of Institution	CDM Sample		U.S. Population
	N	%	%[a]
Public university	290	9.9	18.3
Private university	75	2.6	6.4
Public four-year college	1,041	35.6	25.9
Private four-year college	404	13.8	13.6
Public two-year college	1,023	35.0	34.5
Private two-year college	90	3.1	1.3
Unclassified	2	0	—
Total	2,925	100.0	100.0

Data from U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, *Education Directory, Colleges and Universities, 1979-80*. Available from National Technical Information Service, Springfield, Virginia.

Grade 7-12 TABLE A.1

Values by Socioeconomic Status and Sex

Value	Socioeconomic Status: Median Number of Years Completed by Adults in District																Totals			
	Below 10.35				10.35-11.64				11.65-12.11				12.12-12.34				12.35 and Above							
	F		M		F		M		F		M		F		M		F		M		F		M	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Job Security	435	13.5	447	13.7	607	12.1	873	14.0	290	10.9	358	12.4	436	11.0	528	12.7	330	13.1	489	15.3	2098	12.1	2695	13.7
Prestige	279	8.7	188	5.7	338	6.7	307	4.9	195	7.4	132	4.4	239	6.0	213	5.1	132	5.2	139	4.3	1183	6.8	979	5.0
Good Salary	670	20.8	662	20.2	991	19.7	1295	20.7	520	19.6	598	20.7	712	18.0	812	19.6	501	19.8	630	19.7	3394	19.5	3997	20.2
High Achievement	274	8.5	245	7.5	463	9.2	408	6.5	269	10.2	207	7.2	382	9.6	310	7.5	219	8.7	204	6.4	1607	9.2	1374	7.0
Routine Activity	32	1.0	49	1.5	61	1.2	60	1.0	27	1.0	32	1.1	36	0.9	34	0.8	30	1.2	25	0.8	186	1.1	200	1.0
Variety	317	9.9	193	5.9	541	10.8	487	7.8	299	11.3	232	8.0	473	11.9	374	9.0	322	12.7	281	8.8	1952	11.2	1567	7.9
Creativity	120	3.7	131	4.0	267	5.3	306	4.9	143	5.4	155	5.4	279	7.0	272	6.6	145	5.7	142	4.4	954	5.5	1006	5.1
Work with Mind	107	3.3	140	4.3	201	4.0	230	3.7	118	4.5	137	4.7	212	5.3	249	6.0	110	4.4	140	4.4	748	4.3	896	4.5
Independence	265	8.2	275	8.4	357	7.1	467	7.5	207	7.8	252	8.7	278	7.0	327	7.9	218	8.6	246	7.7	1325	7.6	1567	7.9
Work with People	385	12.0	218	6.7	669	13.3	351	5.6	339	12.8	195	6.7	520	13.1	249	6.0	316	12.5	194	6.1	2229	12.8	1207	6.1
Leadership	117	3.6	159	4.9	152	3.0	288	4.6	72	2.7	150	5.2	165	4.2	212	5.1	73	2.9	121	3.8	579	3.3	930	4.7
Physical Activity	67	2.1	166	5.1	149	3.0	368	5.9	78	2.9	154	5.3	115	2.9	217	5.2	48	1.9	223	7.0	457	2.6	1128	5.7
Work under Supervision	32	1.0	41	1.3	64	1.3	67	1.1	19	0.7	34	1.2	19	0.5	29	0.7	20	0.8	23	0.7	154	0.9	194	1.0
Work with Hands	115	3.6	358	10.9	169	3.4	748	12.0	74	2.8	259	8.9	99	2.5	319	7.7	62	2.5	341	10.7	519	3.0	2025	10.2
Total N	3215		3272		5029		6255		2650		2895		3965		4145		2526		3198		17385		19765	

Table A.2

Grade 7-12 Values by Community Size and Sex

	Community Size																			
	25,000 and Above				10,000 - 24,999				5,000 - 9,999				1,000 - 4,999				300 - 999				Totals			
	F		M		F		M		F		M		F		M		F		M		F		M	
Value	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Job Security	496	11.0	578	12.5	306	13.0	696	14.9	475	12.1	542	13.1	669	12.7	705	14.6	152	11.6	174	12.2	2098	12.1	2695	13.7
Prestige	293	6.5	253	5.5	153	6.5	223	4.8	280	7.1	213	5.1	352	6.7	223	4.6	105	8.0	67	4.7	1183	6.8	979	5.0
Good Salary	854	18.9	922	19.9	460	19.6	951	20.3	773	19.7	861	20.8	1049	19.9	991	20.5	258	19.7	272	19.0	3394	19.5	3997	20.3
High Achievement	443	9.8	362	7.8	221	9.4	325	6.9	339	8.7	241	5.8	495	9.4	350	7.2	109	8.3	96	6.7	1607	9.2	1374	7.0
Routine Activity	39	0.9	41	0.9	29	1.2	46	1.0	38	1.0	35	0.8	68	1.3	58	1.2	12	0.9	20	1.4	186	1.1	200	1.0
Variety-Diversion	497	11.0	388	8.4	269	11.4	362	7.7	418	10.7	320	7.7	627	11.9	393	8.1	141	10.7	104	7.3	1952	11.2	1567	7.9
Creativity	289	6.4	284	6.1	109	4.6	178	3.8	198	5.1	212	5.1	285	5.4	259	5.4	73	5.6	73	5.1	954	5.5	1006	5.1
Working with Mind	243	5.4	273	5.9	94	4.0	142	3.0	149	3.8	184	4.4	218	4.1	237	4.9	44	3.4	60	4.2	748	4.3	896	4.5
Independence	347	7.7	335	7.2	185	7.9	394	8.4	290	7.4	316	7.6	390	7.4	380	7.9	113	8.6	142	9.9	1325	7.6	1567	7.9
Working with People	576	12.7	327	7.1	318	13.5	219	4.7	515	13.1	294	7.1	662	12.5	285	5.9	158	12.0	82	5.7	2229	12.8	1207	6.1
Leadership	175	3.9	245	5.3	74	3.1	214	4.6	143	3.6	198	4.8	150	2.8	198	4.1	37	2.8	75	5.3	579	3.3	930	4.7
Physical Activity	110	2.4	218	4.7	51	2.2	275	5.9	123	3.1	227	5.5	131	2.5	300	6.2	42	3.2	78	5.5	457	2.6	1098	5.6
Supervised Work	25	0.6	39	0.8	22	1.0	47	1.0	41	1.0	47	1.1	48	0.9	28	0.6	18	1.4	23	1.6	154	0.9	184	1.0
Working with Hands	133	2.9	370	8.0	61	2.6	612	13.1	137	3.5	452	10.9	138	2.6	429	8.9	50	3.8	162	11.3	519	3.0	2025	10.2
Total Values	4520		4635		2352		4684		3919		4142		5282		4836		1312		1428		17,385		19,725	

Table A.3

Grade 7-12 Values by Region and Sex

Value	Region															
	East				South				Midwest				West				Totals			
	F		M		F		M		F		M		F		M		F		M	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Job Security	362	12.3	382	12.9	546	12.2	845	14.1	688	11.8	877	14.0	511	12.1	602	13.2	2107	12.1	2706	13.7
Prestige	202	6.9	175	5.9	363	8.1	314	5.2	354	6.1	284	4.5	266	6.3	210	4.6	1185	6.8	983	5.0
Good Salary	586	19.9	609	20.6	906	20.3	1244	20.7	1090	18.8	1242	19.8	822	19.4	913	20.0	3404	19.5	4008	20.3
High Achievement	281	9.6	206	7.0	394	8.8	423	7.1	563	9.7	469	7.5	374	8.8	284	6.2	1612	9.2	1382	7.0
Routine Activity	32	1.1	31	1.0	52	1.2	73	1.2	59	1.0	55	0.9	43	1.0	41	0.9	186	1.1	200	1.0
Variety-Diversion	305	10.4	227	7.7	445	10.0	413	6.9	726	12.5	565	9.0	481	11.4	366	8.0	1957	11.2	1571	7.9
Creativity	169	5.7	149	5.0	175	3.9	249	4.2	370	6.4	347	5.5	246	5.8	266	5.8	960	5.5	1011	5.1
Working with Mind	139	4.7	147	5.0	173	3.9	241	4.0	252	4.3	295	4.7	188	4.4	215	4.7	752	4.3	898	4.5
Independence	217	7.4	235	7.9	349	7.8	502	8.4	450	7.8	502	8.0	314	7.4	334	7.3	1330	7.6	1573	7.9
Working with People	379	12.9	172	5.8	575	12.9	354	5.9	736	12.7	348	5.6	550	13.0	341	7.5	2240	12.8	1215	6.1
Leadership	103	3.5	158	5.3	149	3.3	286	4.8	197	3.4	283	4.5	135	3.2	206	4.5	584	3.3	933	4.7
Physical Activity	67	2.3	151	5.1	121	2.7	290	4.8	154	2.7	373	6.0	115	2.7	286	6.3	457	2.6	1100	5.6
Supervised Work	20	.7	30	1.0	62	1.4	72	1.2	30	.5	40	0.6	42	1.0	42	0.9	154	0.9	184	1.0
Working with Hands	78	2.7	285	9.6	158	3.5	692	11.5	137	2.4	584	9.3	148	3.5	464	10.2	521	3.0	2025	10.2
Total Values	2940		2957		4468		5998		5806		6264		4235		4570		17,449		19,789	

Grade 7-12 TABLE A.4

Future Plans by Sex and Region

Future Plan	Region												Totals			
	East				South				Midwest				West							
	F		M		F		M		F		M		F		M		F		M	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduate School	133	18.1	90	12.1	137	12.2	124	8.2	182	12.6	108	6.9	122	11.6	107	9.3	574	13.2	429	8.6
4-Year College	270	36.8	270	36.4	405	36.2	420	27.8	556	38.5	569	36.6	391	37.2	393	34.0	1622	37.3	1652	33.3
2-Year College	88	12.0	60	8.1	113	10.1	94	6.2	147	10.2	78	5.0	154	14.7	116	10.0	502	11.5	348	7.0
Vocational or Technical School	57	7.8	115	15.5	138	12.3	310	20.5	201	13.9	358	23.0	97	9.2	184	15.9	493	11.3	967	19.5
Business School (non-college)	71	9.7	25	3.4	87	7.8	35	2.3	84	5.8	28	1.8	83	7.9	30	2.6	325	7.5	118	2.4
Nursing School (non-college)	45	6.1	1	0.1	107	9.6	2	0.1	87	6.0	0	0.0	58	5.5	0	0.0	297	6.8	3	0.1
Armed Services	14	1.9	99	13.4	39	3.5	239	15.8	23	1.6	184	11.8	31	3.0	164	14.2	107	2.5	686	13.8
On-Job Training or Apprenticeship	31	4.2	48	6.5	67	6.0	222	14.7	99	6.8	146	9.4	80	7.6	138	11.9	277	6.4	554	11.2
No Additional Training/Education	25	3.4	33	4.5	27	2.4	63	4.2	66	4.6	83	5.3	34	3.2	24	2.1	152	3.5	203	4.1
Total N	734		741		1120		1509		1445		1554		1050		1156		4349		4960	

Grade 7-12 TABLE A.5

Future Plans by Sex and Socioeconomic Status

Future Plan	Socioeconomic Status: Median Number of Years Completed by Adults in District																Totals			
	Below 10.35				10.35-11.64				11.65-12.11				12.12-12.34				12.35 and Above							
	F		M		F		M		F		M		F		M		F		M		F		M	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduate School	106	13.1	79	9.6	139	11.1	108	6.8	105	15.9	78	10.8	162	16.5	101	9.8	61	9.7	60	7.6	573	13.2	426	8.6
4-Year College	287	35.5	222	27.1	408	32.5	432	27.3	261	39.4	285	39.5	419	42.6	474	46.0	235	37.5	228	28.8	1610	37.2	1641	33.2
2-Year College	57	7.1	38	4.6	161	12.8	103	6.5	75	11.3	57	7.9	130	13.2	86	8.3	76	12.1	63	7.9	499	11.5	347	7.0
Vocational or Technical School	116	14.4	176	21.5	190	15.2	353	22.3	39	5.9	106	14.7	73	7.4	127	12.3	75	12.0	205	25.9	493	11.4	967	19.6
Business School (non-college)	73	9.0	24	2.9	94	7.5	38	2.4	50	7.6	20	2.8	63	6.4	18	1.7	45	7.2	18	2.3	325	7.5	118	2.4
Nursing School (non-college)	78	9.7	0	0.0	92	7.3	2	0.1	55	8.3	1	0.1	36	3.7	0	0.0	36	5.8	0	0.0	297	6.9	3	0.1
Armed Services	26	3.2	147	17.9	28	2.2	268	17.0	25	3.8	84	11.7	14	1.4	105	10.2	14	2.2	82	10.3	107	2.5	686	13.9
On-Job Training or Apprenticeship	50	6.2	89	10.9	87	6.9	208	13.2	28	4.2	64	8.9	43	4.4	82	8.0	69	11.0	110	13.9	277	6.4	553	11.2
No Additional Training/Education	15	1.9	44	5.4	54	4.3	69	4.4	24	3.6	26	3.6	44	4.5	37	3.6	15	2.4	27	3.4	152	3.5	203	4.1
Total N	808		819		1253		1581		662		721		984		1030		626		793		4333		4944	

Grade 7-12 TABLE A.6

Future Plans by Sex and Community Size

Future Plan	Community Size														Totals			
	25,000 and Above				10,000-24,999				5,000-9,999				1,000-4,999				300-999							
	F		M		F		M		F		M		F		M		F		M		F		M	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduate School	219	19.4	119	10.3	56	9.5	87	7.5	111	11.3	87	8.3	163	12.5	103	8.5	24	7.3	30	8.2	573	13.2	426	8
4-Year College	467	41.4	494	42.6	166	28.3	235	20.2	321	32.8	317	30.3	519	39.7	470	38.7	137	41.4	125	34.3	1610	37.2	1641	33
2-Year College	116	10.3	80	6.9	47	8.0	55	4.7	142	14.5	82	7.8	143	10.9	96	7.9	51	15.4	34	9.3	499	11.5	347	7
Vocational or Technical School	78	6.9	153	13.2	107	18.2	348	30.0	132	13.5	244	23.3	139	10.6	166	13.7	37	11.2	56	15.4	493	11.4	967	19
Business School (non-college)	71	6.3	31	2.7	61	10.4	18	1.6	70	7.2	29	2.8	91	7.0	28	2.3	32	9.7	12	3.3	325	7.5	118	2
Nursing School (non-college)	64	5.7	1	0.1	58	9.9	1	0.1	82	8.4	1	0.1	75	5.7	0	0.0	18	5.4	0	0.0	297	6.9	3	0
Armed Services	19	1.7	149	12.9	18	3.1	186	16.0	41	4.2	153	14.6	21	1.6	148	12.2	8	2.4	50	3.7	107	2.5	686	13
On-Job Training or Apprenticeship	59	5.2	95	8.2	50	8.5	173	14.9	46	4.7	105	10.0	106	8.1	137	11.3	16	4.8	43	11.8	277	6.4	553	11
No Additional Training/Education	36	3.2	37	3.2	24	4.1	58	5.0	34	3.5	27	2.6	50	3.8	67	5.5	8	2.4	14	3.8	152	3.5	203	4
Total N	1129		1159		587		1161		979		1045		1307		1215		331		364		4333		4944	

Stated Occupational Preferences
Grades 7-9

TABLE B.1
Stated Occupational Preferences, by Sex
Grades 7 Through 9

Occupational Preference	First Choice						Second Choice					
	Females		Males		Total		Females		Males		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Skilled Crafts	71	3.6	471	23.0	542	13.5	29	1.5	206	10.1	235	5.9
2. Technical Work	35	1.8	246	12.0	281	7.0	30	1.5	184	9.0	214	5.3
3. Legal Work	129	6.6	136	6.6	265	6.6	86	4.4	98	4.8	184	4.6
4. Manual Work	53	2.7	191	9.3	244	6.1	37	1.9	184	9.0	221	5.5
5. Math-Science	115	5.9	191	9.3	306	7.6	64	3.3	128	6.3	192	4.8
6. Data Analysis	121	6.2	57	2.8	178	4.4	64	3.3	95	4.6	159	4.0
7. Art Work	181	9.2	115	5.6	296	7.4	125	6.4	97	4.7	222	5.5
8. Literary Work	32	1.6	21	1.0	53	1.3	32	1.6	14	.7	46	1.2
9. Musical Work	133	6.8	85	4.2	218	5.4	113	5.8	58	2.8	171	4.3
10. Management	80	4.1	123	6.0	203	5.1	79	4.0	136	6.6	215	5.4
11. Clerical Work	144	7.4	4	.2	148	3.7	228	11.6	37	1.8	265	6.6
12. Medical-Dental	240	12.2	116	5.7	356	[illegible]	160	8.2	134	6.6	294	7.3
13. Personal Service	36	1.8	70	3.4	106	2.6	83	4.2	118	5.8	201	5.0
14. Sales Work	15	.8	13	.6	28	.7	47	2.4	78	3.8	125	3.1
15. Entertainment	121	6.2	54	2.6	175	4.4	202	10.3	160	7.8	362	9.0
16. Customer Services	135	6.9	31	1.5	166	4.2	156	8.0	113	5.5	269	6.7
17. Social Services	135	6.9	18	.9	153	3.8	171	8.7	42	2.0	213	5.3
18. Education Work	91	4.6	16	.8	107	2.7	164	8.4	61	3.0	225	5.6
No Choice Made	92	4.7	87	4.2	179	4.5	89	4.5	102	5.0	191	4.8
Total	1,959	100.0	2,045	99.7	4,004	99.9	1,959	100.0	2,045	99.9	4,004	99.9

Source: Harrington-O'Shea Career Decision-Making System (CDM) Manual, Circle Pines, MN: American Guidance Service, 1982.

TABLE B.2

Stated Occupational Preferences, by Sex
Grades 10 Through 12

Stated Occupational Preferences
Grades 10-12

Occupational Preference	First Choice						Second Choice					
	Females		Males		Total		Females		Males		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Skilled Crafts	59	2.3	943	30.6	1,002	17.8	49	1.9	423	13.7	472	8.4
2. Technical Work	52	2.0	370	12.0	422	7.5	43	1.7	367	11.9	410	7.3
3. Legal Work	113	4.4	107	3.5	220	3.9	83	3.2	113	3.7	196	3.5
4. Manual Work	58	2.3	362	11.7	420	7.4	45	1.8	405	13.1	450	8.0
5. Math-Science	140	5.5	293	9.5	433	7.7	89	3.5	145	4.7	234	4.1
6. Data Analysis	224	8.7	88	2.8	312	5.5	157	6.1	127	4.1	284	5.0
7. Art Work	236	9.2	123	4.0	359	6.4	136	5.3	106	3.4	242	4.3
8. Literary Work	50	2.0	27	.9	77	1.4	56	3.9	51	1.6	107	1.9
9. Musical Work	123	4.8	133	4.3	256	4.5	99	3.4	101	3.3	200	3.5
10. Management	166	6.5	197	6.4	363	6.4	150	5.8	218	7.1	368	6.5
11. Clerical Work	346	13.5	6	.2	352	6.2	351	13.7	34	1.1	385	6.8
12. Medical-Dental	168	6.6	112	3.6	280	5.0	170	6.6	107	3.5	277	4.9
13. Personal Service	71	2.8	51	1.6	122	2.2	155	6.0	167	5.4	322	5.7
14. Sales Work	29	1.1	25	.8	54	1.0	62	2.4	122	4.0	184	3.3
15. Entertainment	88	3.4	87	2.8	175	3.1	175	6.8	186	6.0	361	6.4
16. Customer Services	154	6.0	59	1.9	213	3.8	220	8.6	195	6.3	415	7.4
17. Social Services	350	13.7	30	1.0	380	6.7	298	11.6	73	2.4	371	6.6
18. Education Work	99	3.9	16	.5	115	2.0	182	7.1	64	2.1	246	4.4
No Choice Made	37	1.4	54	1.8	91	1.6	43	1.7	79	2.6	122	2.2
Total	2,563	100.1	3,083	99.9	5,646	100.1	2,563	99.9	3,083	100.0	5,646	100.2

Stated Occupational Preferences
College Freshmen

TABLE B.3
Stated Occupational Preferences, by Sex
College Freshmen

Occupational Preference	First Choice						Second Choice					
	Females		Males		Total		Females		Males		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Skilled Crafts	27	1.5	104	9.2	131	4.5	27	1.5	89	7.9	116	4.0
2. Technical Work	23	1.3	100	8.8	123	4.2	12	.7	81	7.2	93	3.2
3. Legal Work	56	3.1	87	7.7	143	4.9	62	3.5	57	5.0	119	4.1
4. Manual Work	2	.1	18	1.6	20	.7	9	.5	38	3.4	47	1.6
5. Math-Science	89	5.0	95	8.4	184	6.3	72	4.0	58	5.1	130	4.4
6. Data Analysis	159	8.9	78	6.9	237	8.1	107	6.0	56	5.0	163	5.6
7. Art Work	131	7.3	32	2.8	163	5.6	126	7.0	39	3.5	165	5.6
8. Literary Work	34	1.9	21	1.9	55	1.9	39	2.2	18	1.6	57	2.0
9. Musical Work	58	3.2	57	5.0	115	3.9	68	3.8	37	3.3	105	3.6
10. Management	160	8.9	212	18.8	372	12.7	129	7.2	139	12.3	268	9.2
11. Clerical Work	124	6.9	1	.1	125	4.3	176	9.8	15	1.3	191	6.5
12. Medical-Dental	76	4.2	51	4.5	127	4.3	67	3.7	34	3.0	101	3.5
13. Personal Service	47	2.6	49	4.3	96	3.3	153	8.5	97	8.6	250	8.6
14. Sales Work	41	2.3	26	2.3	67	2.3	59	3.3	85	7.5	144	4.9
15. Entertainment	44	2.5	48	4.2	92	3.2	97	5.4	71	6.3	168	5.7
16. Customer Services	23	1.3	14	1.2	37	1.3	38	2.1	28	2.5	66	2.3
17. Social Services	366	20.4	71	6.3	437	14.9	349	19.4	84	7.4	433	14.8
18. Education Work	316	17.6	52	4.6	368	12.6	185	10.3	77	6.8	262	9.0
No Choice Made	19	1.1	14	1.2	33	1.1	20	1.1	27	2.4	47	1.6
Total	1,795	100.1	1,130	99.8	2,925	100.1	1,795	100.0	1,130	100.1	2,925	100.2

TABLE B.4

Self-Reported School Subject Preferences, by Sex
Grades 7 Through 9

Subject Preferences
Grades 7-9

Subject Preference	First Choice						Second Choice					
	Females		Males		Total		Females		Males		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Mathematics	393	20.1	442	21.6	835	20.9	174	8.9	191	9.3	365	9.1
2. Science	158	8.1	245	12.0	403	10.1	130	6.6	181	8.8	311	7.8
3. English	174	8.9	73	3.6	247	6.2	145	7.4	63	3.1	208	5.2
4. Foreign Language	128	6.5	74	3.6	202	5.0	103	5.3	72	3.5	175	4.4
5. Social Studies	96	4.9	108	5.3	204	5.1	110	5.6	119	5.8	229	5.7
6. Art	223	11.4	260	12.7	483	12.1	145	7.4	162	7.9	307	7.7
7. Music	175	8.9	103	5.0	278	6.9	125	6.4	73	3.6	198	5.0
8. Clerical	155	7.9	6	.3	161	4.0	107	5.5	15	.7	122	3.0
9. Business Finance	74	3.8	43	2.1	117	2.9	82	4.2	42	2.0	124	3.1
10. Business Management	25	1.3	32	1.6	57	1.4	98	5.0	114	5.6	212	5.3
11. Home Economics	208	10.6	16	.8	224	5.6	478	24.4	65	3.2	543	13.6
12. Shop or Crafts	26	1.3	374	18.3	400	10.0	103	5.3	501	24.5	604	15.1
13. Agriculture	21	1.1	72	3.5	93	2.3	36	1.8	121	5.9	157	3.9
14. Technical Studies	16	.8	109	5.3	125	3.1	32	1.6	234	11.4	266	6.6
No Choice Made	87	4.4	88	4.3	175	4.4	91	4.6	92	4.5	183	4.6
Total	1,959	100.0	2,045	100.0	4,004	100.0	1,959	100.0	2,045	99.8	4,004	100.1

Subject Preferences
Grades 10-12

TABLE B.5
Self-Reported School Subject Preferences, by Sex
Grades 10 Through 12

Subject Preference	First Choice						Second Choice					
	Females		Males		Total		Females		Males		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Mathematics	355	13.8	560	18.2	915	16.2	223	8.7	350	11.4	573	10.2
2. Science	254	9.9	333	10.8	587	10.4	182	7.1	303	9.8	485	8.6
3. English	298	11.6	142	4.6	440	7.8	247	9.6	173	5.6	420	7.4
4. Foreign Language	71	2.8	38	1.2	109	1.9	96	3.8	65	2.1	161	2.8
5. Social Studies	180	7.0	244	7.9	424	7.5	183	7.1	250	8.1	433	7.7
6. Art	233	9.1	245	8.0	478	8.5	155	6.0	178	5.8	333	5.9
7. Music	189	7.4	155	5.0	344	6.1	133	5.2	119	3.9	252	4.5
8. Clerical	350	13.7	11	.4	361	6.4	225	8.8	18	.6	243	4.3
9. Business Finance	180	7.0	88	2.8	268	4.8	186	7.3	101	3.3	287	5.1
10. Business Management	63	2.5	69	2.2	132	2.3	180	7.0	182	5.9	362	6.4
11. Home Economics	286	11.2	23	.8	309	5.5	553	21.6	74	2.4	627	11.1
12. Shop or Crafts	12	.5	786	25.5	798	14.1	70	2.7	618	20.0	688	12.2
13. Agriculture	33	1.3	128	4.2	161	2.8	44	1.7	255	8.3	299	5.3
14. Technical Studies	29	1.1	210	6.8	239	4.2	43	1.7	339	11.0	382	6.8
No Choice Made	30	1.2	51	1.6	81	1.4	43	1.7	58	1.9	101	1.8
Total	2,563	100.1	3,083	100.0	5,646	99.9	2,563	100.0	3,083	100.1	5,646	100.1

TABLE B.6
Self-Reported School Subject Preferences, by Sex
College Freshmen

Subject Preferences
College Freshmen

Subject Preference	First Choice						Second Choice					
	Females		Males		Total		Females		Males		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Mathematics	195	10.9	157	13.9	352	12.0	147	8.2	108	9.6	255	8.7
2. Science	168	9.4	136	12.0	304	10.4	135	7.5	109	9.6	244	8.3
3. English	221	12.3	86	7.6	307	10.5	204	11.4	72	6.4	276	9.4
4. Foreign Language	58	3.2	15	1.3	73	2.5	97	5.4	29	2.6	126	4.3
5. Social Studies	307	17.1	238	21.1	545	18.6	251	14.0	159	14.1	410	14.0
6. Art	131	7.3	51	4.5	182	6.2	109	6.1	45	4.0	154	5.3
7. Music	109	6.1	80	7.1	189	6.5	109	6.1	55	4.9	164	5.6
8. Clerical	152	8.5	2	.2	154	5.3	119	6.6	5	.4	124	4.2
9. Business Finance	141	7.9	99	8.8	240	8.2	141	7.9	76	6.7	217	7.4
10. Business Management	84	4.7	93	8.2	177	6.1	135	7.5	149	13.2	284	9.7
11. Home Economics	187	10.4	9	.8	196	6.7	273	15.2	23	2.0	296	10.1
12. Shop or Crafts	9	.5	70	6.2	79	2.7	20	1.1	139	12.3	159	5.4
13. Agriculture	15	.8	39	3.4	54	1.8	26	1.4	68	6.0	94	3.2
14. Technical Studies	5	.3	40	3.5	45	1.5	15	.8	73	6.5	88	3.0
No Choice Made	13	.7	15	1.3	28	1.0	14	.8	20	1.8	34	1.2
Total	1,795	100.1	1,130	99.9	2,925	100.0	1,795	100.0	1,130	100.1	2,925	99.8

TABLE B.7
Self-Reported Plans for Future Training or Education, by Sex
Grades 7 Through 9

Future Plans
Grades 7-9

Future Plans	Females		Males		Total	
	N	%	N	%	N	%
1. Graduate/Professional School	335	17.1	231	11.3	566	14.1
2. Four-Year College/University	728	37.2	707	34.6	1,435	35.8
3. Two-Year College	197	10.1	137	6.7	334	8.3
4. Vocational/Technical School	[illegible]	6.1	238	11.6	357	8.9
5. Business School	143	7.3	57	2.8	200	5.0
6. Nursing School	149	7.6	1	.0	150	3.8
7. Military Service	39	2.0	320	15.6	359	9.0
8. On-the-Job Training/Apprenticeship	67	3.4	175	8.6	242	6.0
9. No Additional Training/Education	77	3.9	81	4.0	158	4.0
No Choice Made	105	5.4	98	4.8	203	5.1
Total	1,959	100.1	2,045	100.0	4,004	100.0

Future Plans
Grades 10-12

TABLE B.8
Self-Reported Plans for Future Training or Education, by Sex
Grades 10 Through 12

Future Plans	Females		Males		Total	
	N	%	N	%	N	%
1. Graduate/Professional School	235	9.2	198	6.4	433	7.7
2. Four-Year College/University	891	34.8	937	30.4	1,828	32.4
3. Two-Year College	302	11.8	210	6.8	512	9.1
4. Vocational/Technical School	374	14.6	728	23.6	1,102	19.5
5. Business School	181	7.1	60	2.0	241	4.3
6. Nursing School	148	5.8	2	.1	150	2.7
7. Military Service	68	2.6	364	11.8	432	7.6
8. On-the-Job Training/Apprenticeship	209	8.2	375	12.2	584	10.3
9. No Additional Training/Education	75	2.9	121	3.9	196	3.5
No Choice Made	80	3.1	88	2.8	168	3.0
Total	2,563	100.1	3,083	100.0	5,646	100.1

Future Plans
College Freshmen

TABLE B.9
Self-Reported Plans for Future Training or Education, by Sex
College Freshmen

Future Plans	Females		Males		Total	
	N	%	N	%	N	%
1. Graduate/Professional School	150	8.4	117	10.4	267	9.1
2. Four-Year College/University	1,168	65.1	745	65.9	1,913	65.4
3. Two-Year College	294	16.4	129	11.4	423	14.5
4. Vocational/Technical School	45	2.5	48	4.2	93	3.2
5. Business School	23	1.3	3	.3	26	.9
6. Nursing School	37	2.1	3	.3	40	1.4
7. Military Service	6	.3	10	.9	16	.6
8. On-the-Job Training/Apprenticeship	29	1.6	39	3.5	68	2.3
9. No Additional Training/Education	15	.8	14	1.2	29	1.0
No Choice Made	28	1.6	22	2.0	50	1.7
Total	1,795	100.1	1,130	100.1	2,925	100.1

TABLE B.10
Self-Reported Job Values, by Sex
Grades 7 Through 9

Values
Grades 7-9

Value	Females		Males		Total	
	N	%	N	%	N	%
1. Job Security	877	44.7	985	48.1	1,862	46.5
2. Prestige	519	26.5	383	18.7	902	22.5
3. Good Salary	1,505	76.8	1,571	76.8	3,076	76.8
4. High Achievement	658	33.6	516	25.2	1,174	29.3
5. Routine Activity	92	4.6	103	5.0	195	4.9
6. Variety-Diversion	751	38.4	538	26.3	1,289	32.2
7. Creativity	420	21.4	408	20.0	828	20.7
8. Working with Mind	305	15.5	356	17.4	661	16.5
9. Independence	565	28.8	612	29.9	1,177	29.4
10. Working with People	919	46.9	490	24.0	1,409	35.2
11. Leadership	250	12.7	416	20.3	666	16.6
12. Physical Activity	216	11.0	458	22.4	674	16.8
13. Supervised Work	70	3.6	93	4.6	163	4.1
14. Working with Hands	237	12.2	789	38.6	1,026	25.6
Total Persons	1,959		2,045		4,004	
Total Values[a]	7,384	376.7	7,718	377.3	15,102	377.1

[a]Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Values
Grades 10-12

TABLE B.11
Self-Reported Job Values, by Sex
Grades 10 Through 12

Value	Females		Males		Total	
	N	%	N	%	N	%
1. Job Security	1,225	47.8	1,715	55.6	2,940	52.1
2. Prestige	664	25.9	598	19.4	1,262	22.4
3. Good Salary	1,890	73.7	2,421	78.5	4,311	76.4
4. High Achievement	949	37.0	863	28.0	1,812	32.1
5. Routine Activity	94	3.7	97	3.2	191	3.4
6. Variety-Diversion	1,200	46.8	1,026	33.3	2,226	39.4
7. Creativity	535	20.9	597	19.4	1,132	20.0
8. Working with Mind	445	17.4	540	17.5	985	17.4
9. Independence	758	29.6	954	30.9	1,712	30.3
10. Working with People	1,320	51.5	723	23.4	2,043	36.2
11. Leadership	333	13.0	514	16.7	847	15.0
12. Physical Activity	240	9.4	637	20.7	877	15.5
13. Supervised Work	81	3.2	90	2.9	171	3.0
14. Working with Hands	283	11.0	1,229	39.9	1,512	26.8
Total Persons	2,563		3,083		5,646	
Total Values[a]	10,017	390.9	12,004	389.4	22,021	390.0

[a]Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

TABLE B.12
Self-Reported Job Values, by Sex
College Freshmen

Value	Females		Males		Total	
	N	%	N	%	N	%
1. Job Security	856	47.7	612	54.2	1,468	50.2
2. Prestige	370	20.6	283	25.0	653	22.3
3. Good Salary	1,101	61.3	813	72.0	1,914	65.4
4. High Achievement	670	37.3	361	32.0	1,031	35.2
5. Routine Activity	37	2.1	17	1.5	54	1.8
6. Variety-Diversion	905	50.4	417	36.9	1,322	45.2
7. Creativity	527	29.4	272	24.1	799	27.3
8. Working with Mind	399	22.2	264	23.4	663	22.7
9. Independence	486	27.1	377	33.4	863	29.5
10. Working with People	1,180	65.7	410	36.3	1,590	54.4
11. Leadership	310	17.3	269	23.8	579	19.8
12. Physical Activity	149	8.3	160	14.2	309	10.6
13. Supervised Work	34	1.9	13	1.2	47	1.6
14. Working with Hands	101	5.6	141	12.5	242	8.3
Total Persons	1,795		1,130		2,925	
Total Values[a]	7,125	396.9	4,409	390.5	11,534	394.3

[a]Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Abilities
Grades 7 9

TABLE B.13
Self-Reported Abilities, by Sex
Grades 7 Through 9

Ability	Females		Males		Total	
	N	%	N	%	N	%
1. Artistic	608	31.0	742	36.3	1,350	33.7
2. Musical	795	40.6	437	21.4	1,232	30.8
3. Computational	220	11.2	346	16.9	566	14.1
4. Mathematical	722	36.9	847	41.4	1,569	39.2
5. Scientific	282	14.4	579	28.3	861	21.5
6. Language	708	36.1	348	17.0	1,056	26.4
7. Mechanical	149	7.6	1,200	58.7	1,349	33.7
8. Manual	489	25.0	407	19.9	896	22.4
9. Spatial	151	7.7	245	12.0	396	9.9
10. Social	1,217	62.1	905	44.2	2,122	53.0
11. Teaching	576	29.4	365	17.9	941	23.5
12. Persuasive	310	15.8	322	15.8	632	15.8
13. Leadership	656	33.5	765	37.4	1,421	35.5
14. Clerical	482	24.6	154	7.5	636	15.9
Total Persons	1,959		2,045		4,004	
Total Abilities[a]	7,365	375.9	7,662	374.7	15,027	375.4

[a]Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

TABLE B.14
Self-Reported Abilities, by Sex
Grades 10 Through 12

Ability	Females		Males		Total	
	N	%	N	%	N	%
1. Artistic	684	26.7	880	28.5	1,564	27.7
2. Musical	771	30.1	591	19.2	1,362	24.1
3. Computational	339	13.2	491	15.9	830	14.7
4. Mathematical	720	28.1	1,157	37.5	1,877	33.2
5. Scientific	352	13.7	713	23.1	1,065	18.9
6. Language	914	35.7	581	18.8	1,495	26.5
7. Mechanical	173	6.8	1,935	62.8	2,108	37.3
8. Manual	763	30.0	915	29.7	1,678	29.7
9. Spatial	224	8.7	525	17.0	749	13.3
10. Social	1,912	74.6	1,683	54.6	3,595	63.7
11. Teaching	737	28.7	539	17.5	1,276	22.6
12. Persuasive	510	19.9	588	19.1	1,098	19.4
13. Leadership	1,018	39.7	1,175	38.1	2,193	38.8
14. Clerical	857	33.4	160	5.2	1,017	18.0
Total Persons	2,563		3,083		5,646	
Total Abilities[a]	9,974	389.3	11,933	387.0	21,907	387.9

[a]Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Abilities
College Freshmen

TABLE B.15
Self-Reported Abilities, by Sex
College Freshmen

Ability	Females		Males		Total	
	N	%	N	%	N	%
1. Artistic	412	23.0	191	16.9	603	20.6
2. Musical	487	27.1	247	21.9	734	25.1
3. Computational	214	11.9	181	16.0	395	13.5
4. Mathematical	398	22.2	316	28.0	714	24.4
5. Scientific	174	9.7	207	18.3	381	13.0
6. Language	673	37.5	274	24.2	947	32.4
7. Mechanical	102	5.7	432	38.2	534	18.3
8. Manual	513	28.6	294	26.0	807	27.6
9. Spatial	218	12.1	193	17.1	411	14.0
10. Social	1,518	84.6	779	69.0	2,297	78.5
11. Teaching	771	43.0	311	27.5	1,082	37.0
12. Persuasive	406	22.6	350	31.0	756	25.8
13. Leadership	759	42.3	556	49.2	1,315	45.0
14. Clerical	452	25.2	56	5.0	508	17.4
Total Persons	1,795		1,130		2,925	
Total Abilities[a]	7,097	395.5	4,387	388.3	11,484	392.6

[a]Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

TABLE 6.3

Distribution of CDM Career Clusters Suggested to Participants in the National Standardization Program, Fall, 1981

(N = 12,575)

	Grades 7 Through 9						Grades 10 Through 12						College Freshmen					
	Females (N = 1,959)		Males (N = 2,045)		Total (N = 4,004)		Females (N = 2,563)		Males (N = 3,083)		Total (N = 5,846)		Females (N = 1,795)		Males (N = 1,130)		Total (N = 2,925)	
Career Cluster	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Skilled Crafts	152	2.4	1,348	21.5	1,500	12.0	206	2.5	2,115	22.4	2,321	13.2	94	1.6	408	11.3	502	5.4
Technical	124	2.0	833	13.3	957	7.6	154	1.9	1,070	11.4	1,224	7.0	76	1.3	234	6.5	310	3.3
Legal Work	308	4.9	99	1.6	407	3.3	366	4.5	190	2.0	556	3.2	296	5.2	194	5.4	490	5.2
Manual Work	20	.3	110	1.8	130	1.0	30	.4	212	2.3	242	1.4	6	.1	40	1.1	46	.5
Math-Science	429	6.9	797	12.7	1,226	9.8	512	6.3	983	10.4	1,495	8.5	363	6.4	320	8.8	683	7.3
Data Analysis	579	9.3	229	3.6	808	6.5	978	12.1	374	4.0	1,352	7.7	523	9.2	239	6.6	762	8.2
Art Work	180	2.9	323	5.1	503	4.0	204	2.5	407	4.3	611	3.5	99	1.7	103	2.9	202	2.2
Literary Work	155	2.5	110	1.8	265	2.1	146	1.8	134	1.4	280	1.6	81	1.4	69	1.9	150	1.6
Musical Work	368	5.9	66	1.0	434	3.5	389	4.8	85	.9	474	2.7	405	7.1	83	2.3	488	5.2
Management	828	13.3	688	10.9	1,516	12.1	1,062	13.1	1,264	13.4	2,326	13.3	719	12.6	558	15.4	1,277	13.7
Clerical Work	757	12.2	304	4.8	1,061	8.5	1,192	14.7	552	5.9	1,744	10.0	685	12.0	283	7.8	968	10.4
Medical-Dental	269	4.3	162	2.6	431	3.4	333	4.1	150	1.6	483	2.8	251	4.4	96	2.6	347	3.7
Personal Service	69	1.1	163	2.6	232	1.8	81	1.0	208	2.2	289	1.6	44	.8	75	2.1	119	1.3
Sales Work	315	5.1	144	2.3	459	3.7	378	4.6	249	2.6	625	3.6	300	5.3	236	6.5	536	5.7
Entertainment	92	1.5	51	.8	143	1.1	89	1.1	93	1.0	182	1.0	57	1.0	69	1.9	126	1.4
Customer Services	82	1.3	525	8.4	607	4.9	91	1.1	933	9.9	1,024	5.8	53	.9	199	5.5	252	2.7
Social Services	1,136	18.2	264	4.2	1,400	11.2	1,512	18.7	321	3.4	1,833	10.4	1,253	21.9	330	9.1	1,583	17.0
Education Work	367	5.9	66	1.0	433	3.5	389	4.8	85	.9	474	2.7	405	7.1	83	2.3	488	5.2
Total	6,230	100.0	6,282	100.0	12,512	100.0	8,110	100.0	9,425	100.0	17,535	100.0	5,710	100.0	3,619	100.0	9,329	100.0

Note: The number of career clusters suggested to each participant varies. Most two-scale codes suggest three clusters, but a few suggest four (see Table 4.1).

TABLE C.1

Public School Districts Participating in the 1981 National Standardization Program

East

Baltimore City Public Schools
Baltimore, Maryland

John F. Kennedy High School
Bronx, New York

Nahant Junior High School
Nahant, Massachusetts

Newark Public Schools
Newark, New Jersey

Niagara-Wheatfield Central School District
Sanborn, New York

Toms River High School East
Toms River, New Jersey

Washburn District High School
Washburn, Maine

Midwest

Bowling Green Senior High School
Bowling Green, Ohio

Centennial District #12
Circle Pines, Minnesota

Grinnell High School
Grinnell, Kansas

Indianapolis Public Schools
Indianapolis, Indiana

Minneapolis Public Schools
Minneapolis, Minnesota

Sioux Falls Public Schools
Sioux Falls, South Dakota

South

Charleston County School System
Charleston, South Carolina

Cotton Plant Public Schools
Cotton Plant, Arkansas

Estill County High School
Irvine, Kentucky

Fayette County Schools
Somerville, Tennessee

Hempstead Independent School District
Hempstead, Texas

Horry County School District
Conway, South Carolina

LaMarque Public Schools
LaMarque, Texas

Martin County Schools
Stuart, Florida

Mercer County Schools
Princeton, West Virginia

Pikeville Independent Schools
Pikeville, Kentucky

West

Anaconda High School
Anaconda, Montana

Grants High School
Grants, New Mexico

Klamath Falls Union High School
Klamath Falls, Oregon

Laguna Acoma Junior-Senior High School
New Laguna, New Mexico

Los Alamitos Middle School
Grants, New Mexico

Oneida School District
Malad City, Idaho

Seattle Public Schools
Seattle, Washington

Sweetwater Union High School District
Chula Vista, California

Templeton High School
Templeton Unified School District
San Luis Obispo County, California

TABLE C.2

Private and Public Colleges and Universities Participating in the 1981 National Standardization Program

East

Bloomsburg State College
Bloomsburg, Pennsylvania

Bridgewater State College
Bridgewater, Massachusetts

Duquesne University
Pittsburgh, Pennsylvania

Eastern Connecticut State College
Willimantic, Connecticut

Lackawanna Junior College
Scranton, Pennsylvania

Schenectady County Community College
Schenectady, New York

Midwest

Anderson College
Anderson, Indiana

Capital University
Columbus, Ohio

Chadron State College
Chadron, Nebraska

Grace College
Winona Lake, Indiana

Heidelberg College
Tiffin, Ohio

Muskingum Area Technical College
Zanesville, Ohio

Southeast Area Vocational-Technical School
Sioux Falls, South Dakota

University of Minnesota—Minneapolis Campus
Minneapolis, Minnesota

South

Andrew College
Cuthbert, Georgia

Georgia Southern College
Statesboro, Georgia

Mississippi Delta Junior College
Moorhead, Mississippi

Sampson Technical Institute
Clinton, North Carolina

Texas Southern University
Houston, Texas

Valencia Community College
Orlando, Florida

West

Arizona Western College
Yuma, Arizona

Colorado State University
Fort Collins, Colorado

Eastern Oregon State College
La Grande, Oregon

Eastern Washington University
Cheney, Washington

Orange Coast College
Costa Mesa, California

Pima Community College
Tucson, Arizona

Western Oregon State College
Monmouth, Oregon